

## MODELING THE RELATIONSHIP BETWEEN SECONDARY EDUCATORS' CLASSROOM MANAGEMENT PRACTICES, STUDENTS' ATTITUDES, AND THEIR LEARNING

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### ABSTRACT

*Behaviour and attitude are both fundamental components of human nature. Some behaviours are innate, while others can be modified through various instrumental and psychological conditioning. This study emphasizes exploring the association between teachers and students on the basis of managing strategies. A researcher has used quantitative analysis to analyze the items of both teacher and student questionnaires. The tool for data collection was a survey of different proportions of public and private schools. To approach the target population, convenient sampling has been used to select the audience. In this research, only female students from the secondary level have been selected as respondents. The sample size has been different for both teachers as 50 and students as 300. Moreover, the objectives of the study were surrounded by managing strategies used by the teacher and the students' behaviour regarding these approaches to analyze whether they were effective for class management or not. This subject has its importance and findings showed that for all public and private schools to update and make necessary improvements in the context of teaching strategies that help the education system progress at the secondary level.*

**Keywords:** Student Attitude, Managing Strategies, Student achievement

### Introduction

In all educational institutions, there is a major role in maintaining discipline by developing a good attitude in the students in the classroom. In a mismanaged classroom, teaching and learning cannot take place (Marzano, 2003). In all educational institutions, the most important task of the teachers is to maintain discipline in a mismanaged classroom. The attitude of the students has a great impact on the classroom environment and the extent to which all students actively participate in the classroom (Beime-Smith, Patton, &Shanon, 2006). A teacher's most important activity is to create the environment in which every student actively participates. Through the teaching and learning process, education is transferred from one generation to another generation. Education is a type of learning in which students' skills, values, knowledge, and habits are generated through the learning process. (Jaafar, 2008). An active and cooperative relationship between both dimensions of student and teacher creates a positive environment, and this environment maintains successful classroom management strategies and maintains good discipline. Therefore, the good attitude of the students and teaching managing strategies can lead to improved student learning and academic achievement. (Beime-Smith, Patton, & Shannon, 2006; Friend &Bursuck, 2006). It is the responsibility of the teacher to maintain a positive learning environment in the class. To maintain a positive teaching and learning environment, the five qualities of a successful classroom are security, shared objectives, inter-group communication, common enjoyment, and open correspondence. (Zhang & Zhao, 2010). In today's advanced and active society, new technologies are introduced for better development of child learning. The teachers also need to become active. When they teach the students with efficient strategies to make them think critically and practically problem solve, and direct them to work with their peers in groups, and direct them to define and clear their concepts , the students work in groups or in teams. They also learn social interaction with their fellows. They also learn how to communicate with them. They also learn new things and share their ideas with other students. ( Juchniewicz, 2008).

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According to Charles (2005), the disciplinary attitude of the student is undesirable. Today, teaching and learning are challenging social activities in our society to attain the goal of training students to acquire knowledge, skills, abilities, and values that they can apply or manipulate in society. These factors are not only for the growth and development of the child but also efficiency in teaching and learning strategies. The administration can work together as a way towards achieving content and keeping up any setting in which individuals work to achieve their goals and specific objectives. Student attitude is one of the major issues in our schools faced by the administration. Nowadays, the problems are bullying and violence in schools and other major and minor issues that tend to lead to bad environments for the school administration. Some of the researchers (Conoley & Goldstein, 2004; Lie & Meyer, 2005; Keindziora & Osher, 2009) argued that these issues are not good for school systems that can lead to poor learning environments. Students' disruptive attitudes have a bad impact on both students and teachers in the classroom, and students can't focus on their studies and are unable to maintain discipline (Psunder, 2005; Wragg, 2001). Sometimes teachers also feel "burned out" or may leave that profession (Evers, Tomic & Brouwers, 2004; Haydn, 2007; Liu & Meyer, 2005). For that purpose, Obenchain and Taylor (2005) say that "One indicator of successful teachers in middle and high school is the quality of their attitudinal management skills."

Barbetta, Norona, and Bicard (2005) say that "the most efficient way to eliminate misattitude is to prevent the occurrence or escalation from the beginning." Using a proactive approach also allows us to focus more on teaching an appropriate attitude rather than eliminating negative attitudes. "School leaders play an important role in implementing the policies, methods, and teaching strategies for students' attitudes and teachers' managing strategies. Therefore, the responsibility of student attitude depends upon the school administrator. "Heads are perceived as being responsible for providing leadership, strategic planning, and overall responsibility for student attitude." According to Algozzine (2005), positive attitude management involvement improves school policies, which can lead to interventions of new things and ideas as well as a focus on their studies. The presence of the teacher in the classroom can engage the students in some activities, so they tend to focus on their studies and concentrate on their work. Mazer (2013) stated that the teachers should involve the students in different classroom activities that reflect their interest in the learning process so they can maintain discipline inside or outside of the classroom. Teachers have the responsibility to educate people intellectually and morally. At the secondary level, most students are making noise, so they tend to engage in quarrels and fight with each other. A good and positive relationship creates a positive environment in which students become motivated and effective towards the newly learned things and it gives confidence to do work without any pressure. As a result, teachers must engage their students in activities while also maintaining classroom discipline. A good relationship with students can also motivate the students to learn and engage them in the learning process. Students actively participate in the activities, either individually or in groups. Teaching learning strategies are used in the classroom to actively participate and attract teaching methods and improve students' learning performance. According to Kyriacou (2005), the classroom is a system where both students and teachers actively participate in curricular activities. Educational outcomes cannot be fully achieved if the environment of the classroom is not positive. The classroom is that in which a good environment and a positive relationship between both students and teachers can be maintained for students to achieve their goals and create their ideas through activities. The classroom environment must be fully furnished with proper facilities such as desks, chairs, boards, and some other essentials that are helpful in teaching and learning and must be well ventilated. (Kolawole, 2004). According to Grieser (2007), successful classroom management occurs when teachers arrange some strategies to explore the students' learning and keep questioning to clear up their difficulties. Teaching is just a social activity in which the teachers train students to enhance their learning abilities and to acquire the knowledge, abilities, values, and ethics necessary to manipulate society. (Juchniewicz, 2008). Teaching involves communication between students and teachers that tends to create a positive environment and build their relationship in an effective way. Therefore, it is time to change the teaching method and the interaction between teacher and student to promote a supportive relationship between them. The major roles of a school leader, according to Kinsler (2013), are policies, procedures, and teaching strategies for managing student attitudes.

### **Classroom Management**

Classroom management is the process in which teachers and students create an effective environment in a very decent way to maintain the discipline and inappropriate way students behave and managing the classroom in this way every students can collaborate with the teachers. The main purpose of implementing the classroom management

strategies is to enhance social attitude and increase student academic performance and their abilities (Emmer & Saborine, 2015; Everston & Weinstein, 2006).

### **Student Attitude**

The meaning of attitude is conduct or carries out one self or attitude is what we do, especially in response to outside stimuli.

There are two type of Attitude;

- Positive Attitude.
- Negative Attitude.

### **Positive Attitude**

Positive attitude in which include exceptional work ethic, excellent manners, class leader, classroom helper, positive role model, excellent academic student, shows great concern for school, and participate in the school activities in a very appropriate way without disturbance in the classroom and respect their teachers and obeys the rules and regulations.

### **Negative Attitude**

Myers, 2003 define the negative attitude of the students are overt and covert:

Overt attitude is more open and observable and would include students talk during class, using their cellular phones, eating or drinking noisily. Covert attitude are more passive and include sleeping during class, arriving to class late, leaving class early or generally acting bored and disengaged

### **Positive Classroom Environment**

Positive classroom environment is an environment in which to promote positive peer relationship, develop classroom rules and regulations in which to keep the maintenance of the discipline.

### **Effective teaching strategies**

There are seven teaching strategies:

- Visualization:  
The academic concept that help students to visual and practical learning experiences to understand how to schooling applies in their life.
- Cooperative learning.
- Behavior management.
- Professional development.
- Differentiation.
- Inquiry based instruction.
- Technology in classroom.

### **Aim of the research**

This study is carried out to analyze relationship between teachers managing strategies and student's attitude, and academic achievement at secondary level. The objectives are: to identify the various classroom managing strategies considered effective during class., to find the relationship of student's attitude with teachers managing strategies, to find the relationship of student's academic performance with teachers managing strategies.

### **Research Questions**

- 1- What are the various classroom managing strategies considered effective during class?
- 2- What is the relationship of student's attitude with teachers managing strategies?
- 3- What is the relationship of student's academic performance with teachers managing strategies?

### **Research Methodology**

This study intended to find the relationship between student behaviour and teachers managing strategies at secondary

level. Quantitative data was collected from cross sections of population. Descriptive research design was used to analyse the relationship between student's attitude, academic achievement and teachers managing strategies at secondary level. Population of the present survey was secondary school students enrolled in matriculation programs of both public and private sector education institutions. The sample included female students and teachers, enrolled in matriculation program from secondary school. To select the sample from institution, convenient sampling technique was used. Conduction of this study followed a well-planned procedure which is described in detail as below. First of all the researcher visited libraries and explored online articles for selection of the topic and selected "Relationship between student's behaviour and teachers managing strategies at secondary level". After selection of the topic it was presented to the supervisor. The supervisor approved the topic and then the research work started. The researcher selected the institutions and located sample for data collection according to the criteria. The researcher gets permission letters signed by the supervisor for data collection from the selected institutions. Different time and data were given by the administration of educational institute. The educational institutes were visited one by one on appointed data and time.

Before providing them questionnaire, all respondents were informed about the purpose of research and inform them about the nature of research study. Participants almost took 10-15 minutes to fill the questionnaires. Sample of 300 students and 50 teachers were equally divided between schools. The public schools are Government comprehensive Girls High School and Government girls' high school Sultan Ahmed Road. The private schools are unique high school, Ali public school. The researcher selected students through convenient sampling method. Researcher used the questionnaire as a tool for investigation techniques. Due to ease in analysis and interpretations, closed ended questions used in the questionnaire. The questionnaire develops in such way that maximum information could be gathered. The questionnaire was self-developed by the researcher on the basis of literature review. There were 24 statements from student and 24 statements from teachers questionnaire stated in very simple English. A well-structured questionnaire based on likert scale. Each questions required evaluation which was based on 5 point likert scale. Following procedure was used to collect data from institutions. Firstly a list of institutions was made consisting of private and public sector as educational institutions in Lahore. Each institution was visited in order to receive permission from the administrator; the researcher explained the need of the study, its significance and the expected outcome of such a study. The four institutions gave the permission to carry out the research. On the schedule day the researcher visited the institution and with the help of the administration team classes were allotted to which research objectives were explained. List of students taken from the department. The questionnaire was handed over to students. All the data remained completely confidential. Same process was repeated to collect data from all education institutions and data was completed.

To test the reliability of the instrument (questionnaire), Cronbach's alpha approach was applied and the alpha value was .894 and .841.

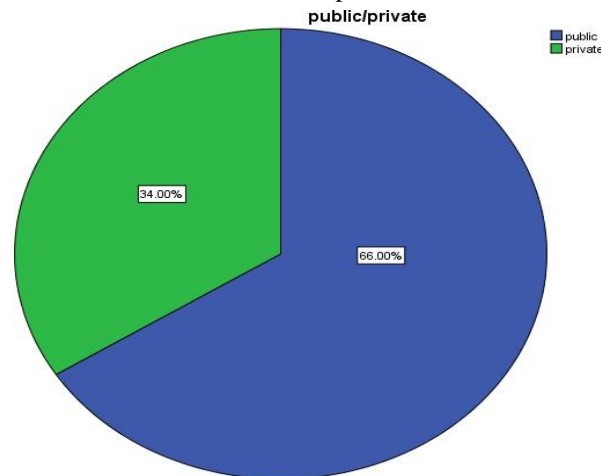
In this research ethical issue was kept under consideration. Data was collected after taking the formal consent from the participants. Confidentiality was also assured to all participants that there information used only for research purpose. The data was analysed through SPSS (Statistical Package for Social Sciences Software).

## **Data Analysis and results**

### **Students' Responses**

Figure 1 Proportion of female participants from public and private schools

The figure 1 has shown that most of the data based on public schools as 66% and second majority was



just 34% as private schools. Next was the descriptive of chosen two schools for each private and public section, in which equivalent extent of female students has been chosen. The reason behind selection of these two sections of private and public schools was to cover and analysed the both public and private institutional relationship of teachers and students regarding managing strategies implementation in the classrooms. For this purpose following figure 4.1.2, has shown the result as;

**Table 1: Descriptive of subjects**

**Subjects Art/Science**

Variables	Frequency	percentages	Mean	std. Deviation
Arts	162	54.0	1.46	.499
Science	138	46.0		
<b>Total</b>	<b>300</b>	<b>100</b>		

Table 1 showed that the M= 1.46, SD= 0.499 and the outcomes of chosen subjects was different in such case that from both public and private schools, majority 162 (54%) of students have chosen arts their subject, which may result into that they felt it quite easy than the other subject Science. Because the results depicted those 138 (46%) students is learning science subject who has less ratio then arts.

**Table 2: Descriptive of Grades;**

**Grades**

Variables	Frequency	Percentages	mean	std. Deviation
Less than 40%	11	3.7	3.05	.982
40% - 60%	80	26.7		
61% - 75%	116	38.7		
76% - 85%	69	23.0		

Above 80%	24	8.0
<b>Total</b>	<b>300</b>	<b>100</b>

Table 2 showed the results with  $M= 3.05$ ,  $SD = 0.982$  and the variation of grades among the students as majority of learners has took 61-75% marks in their academic subjects. And the second majority was 23% of taken 76-85% marks in both public and private. Results have shown that there is a need of acquiring special managing activities or strategies in class room to help the students for increase in their academic grades. As it is obvious that failure rate of students was always low because there were few students who score below the passing line, so results of grades less than 40% is 11(3.7%). Same as for higher scores those least scoring students acquire 85% of grades with ratio 24 (8%). In concluded them, results has been figured out that most of the students from both public and private schools score average to good number of grades from 61-75%, because in Pakistan these grades were denoted by as C, C-, C+, B, B-, B+, but it may varies within different institutions in Pakistan other than secondary level.

**Table 3 Pearson Correlations test**

		Developing positive relationship to interact with the students	Educational games the teacher use on student learning are effective	Ineffective strategies that students engage in the class
Developing positive relationship to interact with the students	Pearson Correlation	1	.046	.032
	Sig. (2-tailed)		.428	.586
	N	300	300	300
Educational games the teacher use on student learning are operative	Pearson Correlation	.046	1	.147*
	Sig. (2-tailed)	.428		.011
	N	300	300	300
Ineffective strategies that students engage in the class	Pearson Correlation	.032	.147*	1
	Sig. (2-tailed)	.586	.011	
	N	300	300	300
Set up individual incentive program (e.g. prizes or scholarships)	Pearson Correlation	.262**	.124*	.167**
	Sig. (2-tailed)	.000	.031	.004
	N	300	300	300
Use appropriate teaching techniques are used by the teacher to enhance our learning	Pearson Correlation	.014	.215**	.054
	Sig. (2-tailed)	.811	.000	-.353
	N	300	300	300

According to above table 3 four items from questionnaire has been selected on the basis of research questions to analyse the momentous connection between tutors or pupils using managing strategies, the value of Pearson coefficient suggested that is above the 0.05 so it depicts there is weak association between these two components in case when one is changed has created the changing among other dependent variable as well. Moreover, one item has

negative value as -0.35 it's suggested that there is no association between student and teacher's relationship at secondary school. Variables: Teacher with student relationship and managing strategies\_P value >0.05 Note: \*p<.05;

\*\*p, .01,  
\*\*\*p<.001.

The outcomes showed that there weak and certainly no relationship between teacher with student relationship and managing strategies because value is negative and above 0.05. Test implication provides evidence for the future researchers and secondary education system to update the teaching management queries to meet the educational demands of the students. No relationship occurrence needs valid and strong teacher communication platform to address the teaching ways according to contemporary discipline and to apprise the teachers in social and online educational system.

#### Descriptive of demographic variables

Here the study has been discussed the results of data that was collected from the teachers questionnaire. The proposed sample for the teachers was 50; following is the descriptive mean, standard deviation, percentage and frequency of demographic variables;

**Table 4**

Variables	M	SD	f	%
Public Schools	1.60	0.495	20	40
Private Schools	1.60	0.495	30	60
Schools	2.84	1.218	50	100
Teacher's Academic Years	2.74	0.803	50	100
1to5 years			1	2
6to10years			21	42
11to15years			18	36
16to20years			10	20
Subjects	1.54	0.503	50	100
Arts			23	46
Science			27	54
Teacher's Academic Degrees	1.00	1.082	50	100
BS/B.ed			5	10
MS/M.ed			29	58
Mphil			16	32

### Implication of the Correlation Pearson Test

As this research was concerned with the relationship between students and teachers based on managing strategies, so to analyse the significant relationship between these two variables Pearson correlation test has been applied, on the basis of research questions designed for this study which has more influence on the variables.

**Table 5 Pearson Correlation Test**

		Develop problem solving skills in students	Teachers develop visual material (charts, slides etc.) as per lesson plan	Usage of extra facilities (e.g. special helper, extra classes)
Develop problem solving skills in students	Pearson Correlation	1	.359*	.360*
	Sig. (2-tailed)		.010	.010
	N	50	50	50
Teachers develop visual material (charts, slides etc.) as per lesson plan	Pearson Correlation	.359*	1	.296*
	Sig. (2-tailed)	.010		.037
	N	50	50	50
Usage of extra facilities (e.g. special helper, extra classes)	Pearson Correlation	.360*	.296*	1
	Sig. (2-tailed)	.010	.037	
	N	50	50	50
Teachers involve students in group participation has an effect on their learning.	Pearson Correlation	.481**	.475**	.295*
	Sig. (2-tailed)	.000	.000	.037
	N	50	50	50

According to table 5 four items from questionnaire has been selected on the basis of research questions to analyse the significant relationship between teachers and students using managing strategies, the value of Pearson coefficient suggested that it is below the 0.05 so it worth the connection between the components of this research in case when one is changed has created the changing among other dependent variable as well. Variables: Teacher with student relationship and managing strategies\_\_\_\_\_P value =0.000 Note: \*p<.05;

\*\*p, .01,  
\*\*\*p<.001

The results revealed that solid affiliation between teacher with student relationship and managing strategies because value is below 0.05.

### Discussion

The goal of this study was to compare the academic achievement of students taught using activity-based approaches to those taught using the lecturer method. The use of activity-based methods as an experimental pedagogic technique was found to be a significant academic difference between the two classes of learners, according to the study's results. Because the group outperformed their peers, the use of an activity-driven teaching approach has proven to be very effective in teaching and studying basic science in various secondary schools. The findings of Ziile Huma (2022) supported the results of this study. These findings are linked to other study findings in this field. For example, in a study by Barrows (2000), academic performance for students exposed to teaching methods was found to be lower than that of those who were subjected to a collaborative teaching approach. These findings are similar to



Blumberg and Michael's (1992) findings report, which suggests that properly introducing students to learning can have an impact on student achievement. Not only that, but it was also clear that 90 percent of the participants valued event-based learning. The study also revealed that activity-based methods focused on activities were structured to prepare students to be self-sufficient.

The literature, however, contradicts the findings. Colliver (2000) investigators have never discovered that students are hesitant to take chances and engage in active learning. Students are unaware of the dangers of active participation in active learning while studying. This could be because class sizes are small (in comparison) and the experiment is conducted in the upper class, where students are familiar and thus do not fear participating. The study's key results show that students' performance scores in science classes taught through activity-based methods and lectures measured using experimental tools differ significantly (Achievement Test). Both groups were treated equally and were unaware of the study's knowledge. Post-test results were compared between the experimental and control groups. The experimental group outperformed the post-test control group significantly. The figures show that the experimental group's activities had a significant position effect. The two teaching methods differ in these objectives. The general frameworks of these two methodologies differed, which had an effect on the students' overall performance. The results of the activity-based method show that students have a better understanding of the material. It aids students in the development of logical thinking and the most effective application of their knowledge.

Malhotra (2006) found that when students engaged in the lessons effectively, they grasped math principles and reported higher retention rates. In their study into activity-based learning in mathematics methods, She emphasised the importance of teachers taking a break from the "telling process" and focusing on methods that promote successful learning. In their contrast analysis, McKeachie (1998) found little difference in the results of an activity-based technique versus a direct teaching approach. The skills learned through embedded direct teaching, on the other hand, were marginally better preserved than those learned through the activity-based intervention. Their assumptions contradict the findings of this research, which shows that ABST has a significant impact on talented students' academic success. In terms of research and fundamental learning, the implementation of an activity-based teaching approach has a significant impact on the academic success and accomplishment of promising students in junior high schools. There is a substantial difference in the post-test mean results of outstanding students who were taught basic scientific research compared to their counterparts who were taught the same topic areas using the typical teacher-centered approach. Students who were exposed to the operation-based teaching method had higher average scores on fundamental science principles to research and comprehend. As a result, the inherent components and responsibilities of learners in activity-based learning approaches are more successful in supporting master's learning and thus increasing the retention of talented students in the subject. Despite the obvious and well-documented benefits that students derive for themselves, it is clear that there are some barriers associated with the approach of activity-based learning, both in the literature and in the operation and development of this experiment. Abdullah (2005) found that classroom learning environments aren't always conducive to this type of learning. Because rooms are either too big or too small, interacting in small groups is difficult. Additional time and resources were investigated in the results in order to successfully implement the project, which must be integrated into the overall management of a program. Both methods have advantages and disadvantages that must be considered. The study looked into the most effective way for 9th-grade students to study general science as a subject.

### Recommendations

Because the goal of this study was to see if there was a difference in research performance when they were taught using activity-based methods versus lecture methods, some recommendations were made based on the findings.

- As it has been observed that boards of intermediate and secondary education arrange for practical work and students are required to appear in exams, a way should be set to assess students' practical skills at the elementary level. If this is done, the teacher will also perform in classroom activities because they are aware that their students will be assessed on practical skills and activities.
- It is necessary to provide necessary Apparatus to the teacher in order for them to perform activities in the classroom.

- It has been set that elementary schools lack labs, making it impossible for teachers to perform activities in the classroom. As a result, they must occasionally visit high level labs. Laboratories should be set up at the elementary level so that students can carry out their activities.
- It is the responsibility of higher authorities to ensure that teachers are engaging in science-related activities in their classrooms.
- In the school timetable, there should be a space for activities so that features can ask students to perform in activities in the classroom.
- At the elementary level, QAED should design teacher training programmes that place the greatest emphasis on teachers performing activities related to science subjects.
- Science subjects should be more practical in nature in order for students to learn practical concepts rather than theoretical ones.
- In the science project, there should be activities related to daily life experiences so that students can learn science concepts in a conceptual way. During the research, it was discovered that some of the activities included in science projects are not feasible at the school level. On the other hand, some activities in the science projects were simple enough for students to perform even at home, so it is recommended that activities be related to everyday life experiences.
- It is the teacher's primary responsibility to encourage students to participate in activities that the teacher conducts in the classroom so that they can learn more about science and scientific knowledge.
- Information Technology should be included in all teacher training programmes so that they can use it in their classrooms to perform science-related activities.
- Online resources should be included in elementary textbooks, just as they are in secondary textbooks, so that students can visit such websites to gain a conceptual understanding of science subjects and be able to perform activities in the classroom by watching videos related to different activities.
- Funds should be allocated to elementary schools so that laboratories can be built.
- If this is done, instead of lecturing, the teacher will be able to teach the students using activity-based methods.
- It was also discovered during the study that there was no assessment of students' practical skills at the elementary level, so it is suggested that students be evaluated on their practical knowledge in Science subjects rather than their theoretical knowledge. Students will also perform in activities related to science subjects at school in this way.
- It is critical to hire elementary level teachers who are well-versed in science. It is because they have sufficient experience in Science subjects and can easily perform activities in the classroom, and students will perform better in a conceptual way with the help of activity-based learning. Science graduates should be given first priority when it comes to teaching in elementary schools.

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